



T-104  
2022

## Course Specification

Course Title: **Criticism and Literary Studies**

Course Code: **ENG26468**

Program: **BA, English Language**

Department: **Department of English**

College: **College of Arts**

Institution: **University of Bisha**

Version: **1444 H**

Last Revision Date: **22 February 2023**



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## A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level-7/Year-4
4. Course general Description	
<p>This course introduces the students to Literary Criticism and modern literary studies. It begins with an introduction to literary criticism followed by a survey of major figures in the development of criticism of literature. This survey will include critics from the classical ages till modern times with focus on the most prominent critics, texts, and ideas. The second part will introduce learners to the basic assumptions of modern literary theories and the principal questions which have preoccupied intellectuals from the mid-nineteenth century onwards with focus on the major theoretical methodologies and paradigms. The course will provide opportunities for some practice on selected texts and sample applications of the theories.</p>	
5. Pre-requirements for this course (if any): 26261ENG	
6. Co- requirements for this course (if any): NA	
7. Course Main Objective(s)	
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of issues concerning the nature of literature and criticism.</li> <li>2. Explain the human thoughts, philosophy and social issues that shape the world of literature and critical thinking.</li> <li>3. Outline the historical relationships between differing critical schools and their individual proponents.</li> <li>4. Define critical concepts and necessary strategies for literary analysis.</li> <li>5. Apply the critical concepts and arguments successfully on a close reading of a literary text.</li> <li>6. Analyze texts using different approaches of literary criticism.</li> <li>7. Appreciate the relevance and value of theoretical models and schools in modern literary studies.</li> </ol>	

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	38	85%
2.	E-learning	7	15%

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
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1.	Lectures	45
	<b>Total</b>	<b>45</b>





## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the main issues concerning the nature of literature and criticism.	K.2	-Lecturing -Presentation -Self-Study -Discussion	-Assignments -Quizzes -Online Activities -Midterm Exam -Final Exams
1.2	Discuss the different approaches to literary criticism and literary theories.	K.2		
1.3	Recognize the main critics and literary theorist and their ideas and writings.	K.3		
1.4	Explain the historical and philosophical underpinnings of critical approaches.	K.3		
2.0	Skills			
2.1	Apply the concepts and arguments of the critical approaches in a close reading of some literary texts.	S3	-Class Demos -Presentation -Discussion	-Assignments -Quizzes -Online Activities -Midterm Exam -Final Exams
2.2	Evaluate the relevance and value of theoretical models and schools in modern literary studies.	S3		
2.3	Differentiate the features of the various critical concepts and terminology used in modern literary theories.	S3		
2.4	Analyze the main features of the critical approaches and the main differences among them with examples.	S5		
3.0	Values, autonomy, and responsibility			
3.1	To show interculturality and flexibility in dealing with foreign culture aspects.	V3	-Discussion -Class Demos -Presentation	-Assignments
3.2	To exhibit integrity and credibility in academic correspondence.	V4		

## C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to literary criticism	3
2.	Classical Critics (Plato-Aristotle-Horace-Longinus)	3
3.	Medieval Critics (Dante Alighieri-Sir Philip Sidney)	3
4.	Neoclassicism and 17th Century Critics	3



5.	18th Centuries Critics and Romantic critics	3
6.	Realism, Naturalism, and the prominent 19th Century critics	3
7.	The Rise of The Literary Theory	3
8.	Modernity, Modernism and Postmodernism	3
9.	Formalism and New Criticism	3
10.	Structuralism and Deconstruction	3
11.	Reader-Oriented theories	3
12.	Psychoanalytical Approaches or Postcolonial Approaches	3
13.	New Historicism	3
14.	Current Issues in Literary Criticism and Literary Theories	3
15.	Revision	3
<b>Total</b>		<b>45</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	4-6	10%
2.	Midterm	6-7	20%
3.	Activities (class-online)	7	5%
4.	Assignments	7-9	10%
5.	Participation	-----	5%
6.	Final Exam	11 <sup>th</sup>	50%



## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	<ol style="list-style-type: none"> <li>1. Charles E. Bressler. <i>Literary Criticism: An Introduction to Theory and Practice</i>. Prentice-Hall International (2011)</li> <li>2. Gregory Castle. <i>The Blackwell Guide to Literary Theory</i>. Blackwell (2007)</li> <li>3. Wilfred Guerin, et al. <i>A Handbook of Critical Approaches to Literature</i>. Oxford (2005)</li> </ol>
Supportive References	<ol style="list-style-type: none"> <li>1. Richard Dutton. <i>An Introduction to Literary Criticism</i>. Longman (1984)</li> <li>2. Raman Selden (ed.). <i>The Theory of Criticism from Plato to the Present: A Reader</i>. Longman (1988)</li> <li>3. Vincent Leitch (ed). <i>The Norton Anthology of Theory and Criticism</i>. Norton (2010)</li> </ol>
Electronic Materials	<ol style="list-style-type: none"> <li>1. <a href="https://oyc.yale.edu/english/engl-300">https://oyc.yale.edu/english/engl-300</a></li> <li>2. <a href="https://ocw.mit.edu/courses/literature/21l-451-introduction-to-literary-theory-fall-2014/">https://ocw.mit.edu/courses/literature/21l-451-introduction-to-literary-theory-fall-2014/</a></li> <li>3. <a href="http://www.ipl.org/div/litcrit/">http://www.ipl.org/div/litcrit/</a></li> <li>4. <a href="http://vos.ucsb.edu">http://vos.ucsb.edu</a></li> <li>5. <a href="https://www.unizar.es/departamentos/filologia_inglesa/garciala/hypercritica/00.Hypercritica.html">https://www.unizar.es/departamentos/filologia_inglesa/garciala/hypercritica/00.Hypercritica.html</a></li> </ol>
Other Learning Materials	<ul style="list-style-type: none"> <li>• Supplementary materials and samples to be prepared by the instructors</li> </ul>

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.





## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>● Students</li> <li>● Teacher</li> <li>● Program Coordinator</li> <li>● Peer Reviewers</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaires.</li> <li>● Direct feedback.</li> <li>● Peer reviews reports.</li> <li>● Class observations and reviews.</li> <li>● Annual staff reports.</li> <li>● Course and program reports.</li> </ul>
Effectiveness of students assessment	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaires</li> <li>● Direct feedback.</li> <li>● Peer reviews reports.</li> <li>● Class observations and reviews.</li> <li>● Annual staff reports.</li> <li>● Course and program reports.</li> <li>● Exam paper evaluation</li> </ul>
Quality of learning resources	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire.</li> <li>● Course and program reports.</li> </ul>
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Exam results analysis.</li> <li>● Course and program reports.</li> </ul>
Effectiveness of improvement plans	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Course and program reports.</li> </ul>

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

